STUDENTS' PERCEPTION OF ENGLISH AS A MEDIUM OF INSTRUCTION IN TEACHING ENGLISH AT MAN KOTA PALANGKA RAYA

THESIS

Presented to the Language Education Department of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in Partial Fullfilment of the Requirements for the Degree of *Sarjana Pendidikan*

By:

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2020 M / 1441 H

DECLARATION OF AUTHENTICITY

In the name of God,

I hereby declare that this thesis with the title "**STUDENTS' PERCEPTION OF ENGLISH AS A MEDIUM OF INSTRUCTION IN TEACHING ENGLISH AT MAN KOTA PALANGKA RAYA**", is the result of my own work. I have not presented anyone else's work to obtain my university degree, nor have I presented anyone else's words, idea, or expression without acknowledgement. All quotation are cited and listed in the bibliograpy of the thesis.

If in the future this thesis statement is proven false, I am willing to accept any sanction complying with the determined regulation or its consequence.

Palangka Raya,   June 2020

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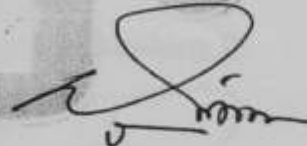
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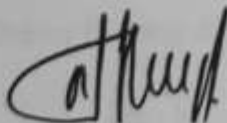ORN. 197509152009121002

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STUDENTS' PERCEPTION OF ENGLISH AS A MEDIUM OF INSTRUCTION IN TEACHING ENGLISH AT MAN KOTA PALANGKA RAYA

ABSTRACT

EMI, short for English as a Medium of Instruction, are essential in learning English. By using EMI, students are not only learn about English as a subject, but also learn through English as a medium. Using EMI may cause some stress to the students with low proficiency in English, but it is very important for the language learning process because it will give the students more exposure to the English as a target language. This research with the title "Students' Perception of English as a Medium of Instruction", was aimed to investigate the extent of students' perception towards English as a medium of instruction used by the English teachers in teaching English at MAN Kota Palangka Raya.

This research is a descriptive quantitative type designed as a survey research. This research was conducted at MAN Kota Palangka Raya with the samples consisted of 136 eleventh grade students from five classes. The researcher used cluster random sampling technique to determine the samples. Questionnaire was used as the main instrument to collect the data which consisted of 22 items that measured the students' attitude, understanding, and perceptions toward English as a medium of instruction.

The result showed that most of the students agree that English as a medium of instruction applied by English teachers in the classroom when teaching English. The students also agreed that English as a medium of instruction can increase their English proficiency and motivate them to learn English. They also agreed that English as a medium of instruction improved their confidence in speaking English and helped them to understand English textbooks, articles and international cultures. The results above can also be seen in the data results of the research. 33% (45) of the students chose 'agree' and 7% (10) of the students chose 'strongly agree'. 37% (50) of the students chose 'neutral' and the rest of the students chose whether 'disagree' or 'strongy disagree'. Mean and median also frequently showed positive values of 3 and 4 in the data results. Thus, English as a medium of instruction can be implemented in MAN Kota Palangka Raya by the English teacher to help the students get motivated in studying English and to make them become more confidence in using English in English Subject or even in their daily life.

Keywords: *Perception*, *English as a Medium of Instruction*, *Teaching*.

PERSEPSI SISWA TERHADAP BAHASA INGGRIS SEBAGAI MEDIA PENGANTAR DALAM PENGAJARAN BAHASA INGGRIS DI MAN KOTA PALANGKA RAYA

ABSTRAK

Bahasa Inggris sebagai media pengantar sangat penting dalam pembelajaran bahasa Inggris. Dengan menggunakan bahasa Inggris sebagai media pengantar, para murid tidak hanya belajar mengenai bahasa Inggris sebagai mata pelajaran, tapi juga belajar melalui bahasa Inggris sebagai media pengantar. Menggunakan bahasa Inggris sebagai media pengantar kadang membebani sebagian siswa yg berkemampuan rendah dalam bahasa Inggris, tapi hal ini sangat penting dalam proses pembelajaran bahasa karena akan memaparkan para siswa secara langsung kepada bahasa Inggris sebagai bahasa target. Penelitian dengan judul "Persepsi Siswa terhadap Bahasa Inggris sebagai Media Pengantar dalam Pengajaran Bahasa Inggris di MAN Kota Palangka Raya" ini bertujuan untuk menyelidiki persepsi para siswa terhadap bahasa Inggris sebagai media pengantar yang digunakan oleh para guru dalam mengajar bahasa Inggris di MAN Kota Palangka Raya.

Penelitian ini berbentuk deskriptif kuantitatif dengan pendekatan survey. Penelitian ini dilaksanakan di MAN Kota Palangka Raya dengan sampel dari lima kelas berjumlah 136 siswa kelas 11. Peneliti menggunakan teknik pengelompokan sampel acak untuk sampel. Angket digunakan sebagai instrumen utama untuk mengumpulkan data dengan soal berjumlah 22 butir yang digunakan untuk mengukur tingkah laku, pemahaman, dan persepsi para siswa terhadap bahasa Inggris sebagai media pengantar.

Hasil penelitian menunjukkan bahwa kebanyakan siswa setuju dengan penerapan bahasa Inggris sebagai media pengantar di kelas saat pengajaran bahasa Inggris. Para siswa juga setuju bahwa bahasa Inggris sebagai media pengantar membantu mereka untuk meningkatkan kemampuan bahasa Inggris mereka dan juga memotivasi mereka untuk mempelajari bahasa Inggris lebih dalam. Mereka juga setuju bahwa bahasa Inggris sebagai media pengantar meningkatkan kepercayaan diri mereka untuk berbicara dalam bahasa Inggris dan membantu mereka untuk memahami materi-materi dalam bahasa Inggris serta budaya-budaya internasional. Hasil tersebut di atas juga dapat dilihat pada data hasil penelitian ini. 33% (45) siswa memilih 'setuju' dan 7% (10) memilih 'sangat setuju'. 37% (50) siswa memilih 'netral' dan sisanya memilih antara 'tidak setuju' atau 'sangat tidak setuju'. Mean dan median juga menunjukkan frekuensi positif dengan nilai 3 dan 4 pada hasil penelitian. Dengan demikian, bahasa Inggris sebagai media pengantar dapat diimplementasikan di MAN Kota Palangka Raya oleh guru bahasa Inggris untuk membantu memotivasi para siswa untuk mempelajari bahasa Inggris dan membuat mereka lebih percaya diri dalam menggunakan bahasa Inggris pada mata pelajaran bahasa Inggris serta pada kehidupan sehari-hari.

Kata kunci: *Persepsi*, *Bahasa Inggris sebagai Media Pengantar*, *Pengajaran*.

Motto

<div dir="rtl">

قطعك وإلا قطعته فإن كالسيف الوقت

</div>

"Time is like a sword; If you don't cut it, it will cut you."

~ Arabic Proverb

Dedication

To my parents,

The reason of what I become today. Thank you for your great support and continouos care.

To my sister,
My best "Partner in Crime". You are always a big help.

To my family,
Thank you for always supporting me.

And to all of my friends,

Thank you for always helping me. I can always count on you guys.

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The researcher realized that the study is still far from perfection, therefore some constructive criticism and suggestions are welcomed. Finally, may Allah always bless them whenever and wherever they are.

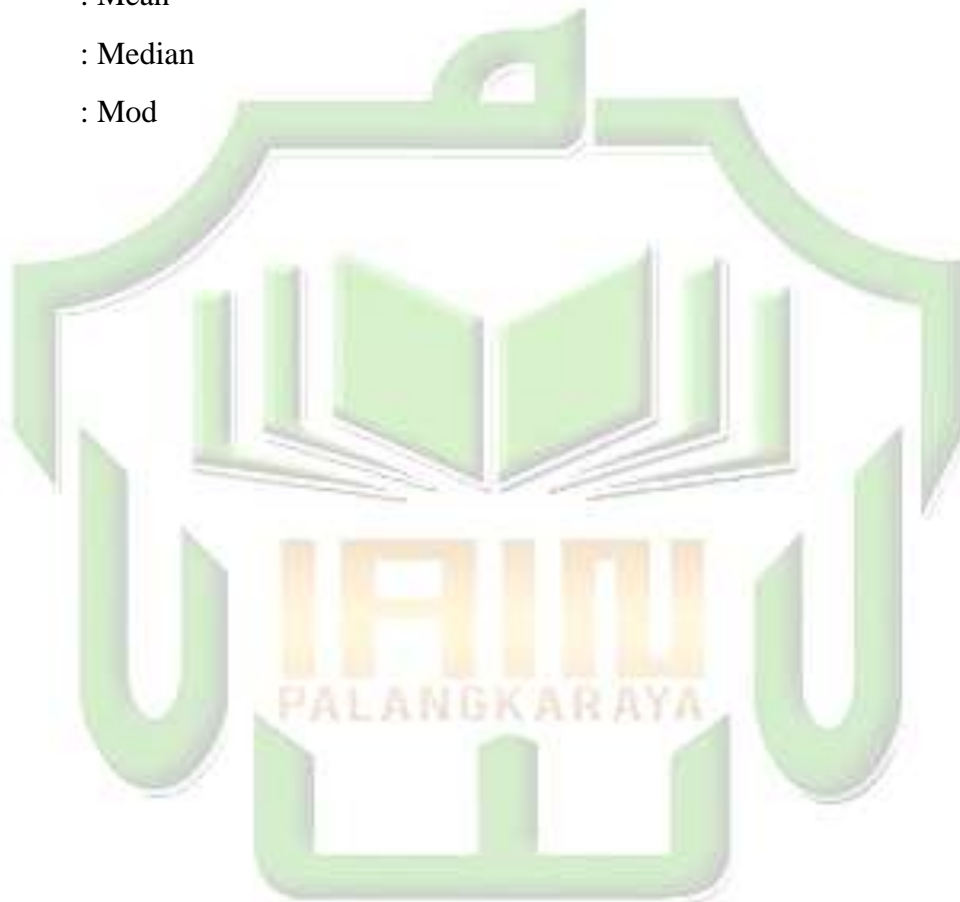Palangka Raya,   Juni 2020

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LIST OF ABBREVIATIONS

MAN   : Madrasah Aliyah Negeri

IAIN   : Institut Agama Islam Negeri

EMI   : English as a Medium of Instruction

MN   : Mean

MD   : Median

MOD   : Mod

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CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the introduction of the study which consists of the background of the study,problem of study, objectives of the study, scope, and limitation, the significance of the study, and the definition of the key terms and framework of discussion.

A. Background of The Study

English education in some countries are limited as situate English language as the subject which all students in certain level are compulsory to take it. For instance almost Asian countries, English language has not been thought in primary school where the rest just started at the secondary level. Nevertheless, some countries regulate the English language as medium of teaching and compulsory right from primary school. The use of English language as medium of instruction (EMI) is a policy that implemented in some countries where there is a tradition of using English in daily life or otherwise. Some Southeast Asian countries such as Singapore, Philippine, and Malaysia, even though they have their own national language and English as second language for them, still strive to have policy that regulates the subjects in the secondary level taught using English language (Nazarudin, 2013).

English in Indonesian is only a foreign language (EFL), not a second language (ESL). However, English is only a special foreign language usually taught as a subject in schools. The fact that the Indonesian language is also an important language (not just a vernacular) dominating important functions such as political, economic, academic, social, etc. In Indonesian society certainly can impose a barrier towards efforts in acquiring the English language. Should English as a medium of instruction be implemented, students and teachers are likely to get exposure to English as comprehensible input and opportunity to use English as comprehensible output only in the classroom, while the general atmosphere (macrocosm) may act as a pressure against it (Idris).

English Medium Instruction (EMI) students and teachers will learn not 'about' English (as a subject) but 'through' English (as a medium). As a medium, English is likely to be used to perform academic tasks involving various classroom- related communicative activities like gaining information (listening & reading) and conveying information (speaking & writing) (Ibrahim:16). In the fact of field that EMI will allow students and teachers to read in English (textbooks) more extensively can contribute to the success of acquiring the language. EMI offers students and teachers more opportunities to speak English (e.g. in lectures, comments, discussions, presentations, interactions, tests, etc.) means that it is a source of comprehensible output, another component responsible for second language acquisition.

Although using English as a medium of instruction or as the target language by the English teacher can cause some stress, but it is very important to do so for the process of language learning. Dickson (1996) stated the importance of using target language in the classroom. First, the use of the target language in the classroom greatly increases the students' exposure to the target language. This is very important, especially in foreign language classrooms where the target language is not heard outside of the classroom context. The goal is to make the context as close to a second language context (where the target language would be heard outside of the classroom) as possible in order to give students maximum exposure to the language. Secondly, by using the target language in the classroom, students are receiving more comprehensible input thus leading to more complex language structures. By using the target language, students are not only learning 'about' the language but also learning 'through' the language. Certain classroom commands or common expressions can be acquired through routine use. Lastly, using the target language in the classroom can provide a source of modeling for the students both in regards to the production of the language and the attitude toward the language. If the teacher is able to show proper use of the language daily, students can use that teacher as an example or model for production. In addition, if the teacher treats the language as more than just a subject for study but shows the value of the language by using it, students will be more likely to gain a better appreciation for the language.

Academically, teachers and students low proficiency may lead to inefficient and ineffective teaching and learning processes. Most of the teachers have relatively limited proficiency in English. Teacher who cannot speak English fluently and accurately will probably be rendered incompetent to perform one of their chief traditional roles, teaching. Pauses, hesitancies, circumlocutions, wordiness, and grammatical, lexical, and pronunciation inaccuracies may characterize much of their explanation, and this certainly will slow down or even hamper their students' grasp of the content of instruction. In addition, teacher poor reading comprehension of English textbooks, an essential source of information for them, may cause them a lack of understanding or even a misunderstanding, which in turn may result in misinformation, an effect damaging to students' academic development (Ibrahim).

In any other problem which is happening at several Senior High Schools in Palangka Raya. Based on the observation on some students and teachers, and self' experiences teaching in one of Senior High School in Palangka Raya, it found that Bahasa Indonesia still used in the reality of medium instruction in the English class. The usage of Bahasa Indonesia is used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it may inhibit the process of acquiring English and undermine the very existence of an EMI program.

Based on the syllabus of English subject in MAN Kota Palangka Raya, the purpose of English teaching in this school is to create the students being able to read, listen, speak, and write transactional and interpersonal in daily life context. Of course in this case, to help the students improving their English skills, a full EMI program will be needed to be added to the school's programs.

What mentioned in the previous paragraphs were the reasons why the researcher was interested in conducting the theme of this latest research. As can be seen above, the reasons were supported by some experts who have the expertise in the field. Thus, the researcher was interested to write this thesis based on many things mentioned above; and the research that has been conducted were titled: **"STUDENTS' PERCEPTION OF ENGLISH AS A MEDIUM OF INSTRUCTION IN TEACHING ENGLISH AT MAN KOTA PALANGKA RAYA"**.

From the explanation above, this study were aimed to find the answer to what actually the students expect from their English teachers especially in the form of the English use in the classroom. By doing this study, the researcher hoped that the English teachers might be able to understand better what their students actually expect from them. Therefore, this research was seek to uncover to the extent of the **"students' perception of English as a medium of instruction in teaching English at MAN Kota Palangka Raya"**.

B. Problems of the Study

In this research, the researcher attempts to conduct research about students' perception of the English as a medium of instruction used by the English teachers in the classroom of MAN Kota Palangka Raya. So, the main problem of the study was "How do the students perceive the usage of the English as medium of instruction in English subject?"

C. Objective of the Study

The researcher explored the objective of the study based on the problem formulation above, The objective of the study of this research was to investigate the students' perception of English as a Medium of Instruction in teaching English at MAN Kota Palangka Raya.

D. Scope and Limitation of the Study

According to the background of the study, the researcher needed to make the scope and limitation of the research object in order for making focus the topic. The scope of this study was on the students' perception of the English as a medium of instruction used by the English teachers in the classroom of MAN Kota Palangka Raya. The researcher limits the study on eleventh grade only.

E. Significance of the study

The researcher expected the finding of the study can contribute to as follows, thus, the significance of the study has two things those are both theoretical and practical.

1. Theoritical

It goes contributing to be an effective means of improving students' and teachers' language proficiency at schools for using EMI in classroom teaching.

2. Practical

For the researcher, after conducting this research, the showing of the data will become a reference for the researcher to consider what language will be used in the classroom teaching activity.

For the teachers and students, the result of the study will be a refence for both teachers and students to find out a balance use of English and native language in the classroom.

For the future researcher, the study will be a a refence for future researches involving English as a medium of insturction.

F. Definition of the key terms.

There are some terms that would be used in this study that needed clarification to avoid misconception.

1. Perception

It is as a process by which individual organized and interpreted their sensory impressions in order to give meaning to their environment."

In this case, the perception that were researched are the students' perception regarding their attitude, behaviour, and understanding toward EMI used by the teachers in the classroom.

2. English as a medium of instruction

The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English (dearden:2015). So the connection is the used EMI here only to investigate it within the teaching practice one subject.

G. **Framework of Discussion**

The study is divided into five chapters that can be presented as follows.

1. Chapter I Introduction included the introduction which discussed the Background of the Study, Problem of Study, Objectives of the Study, Assumption of the Study, Scope and Limitation, the Significance of the Study, the Definition of the Key Terms and Framework of Discussion.

2. Chapter II Review of Related Literature consisted of Previous Study which listed various studies done in the past that is related to the subject of this study, Concept of Perception, and Medium of Instruction.

3. Chapter III Research Method consisted of the Research Types, Research Design, Research Instrument, Data collection, and Data Analysis.

4. Chapter IV Findings and Discussion consisted of the Description of the Data which listed the results of this study in numerical form, and Discussion where the researcher of this study explained in great details the results of this study.

5. Chapter V Closing consisted of Conclusion which summerized the results of this study and Suggestions where the researcher of this study gave some suggestions for English teachers, students and future researchers.
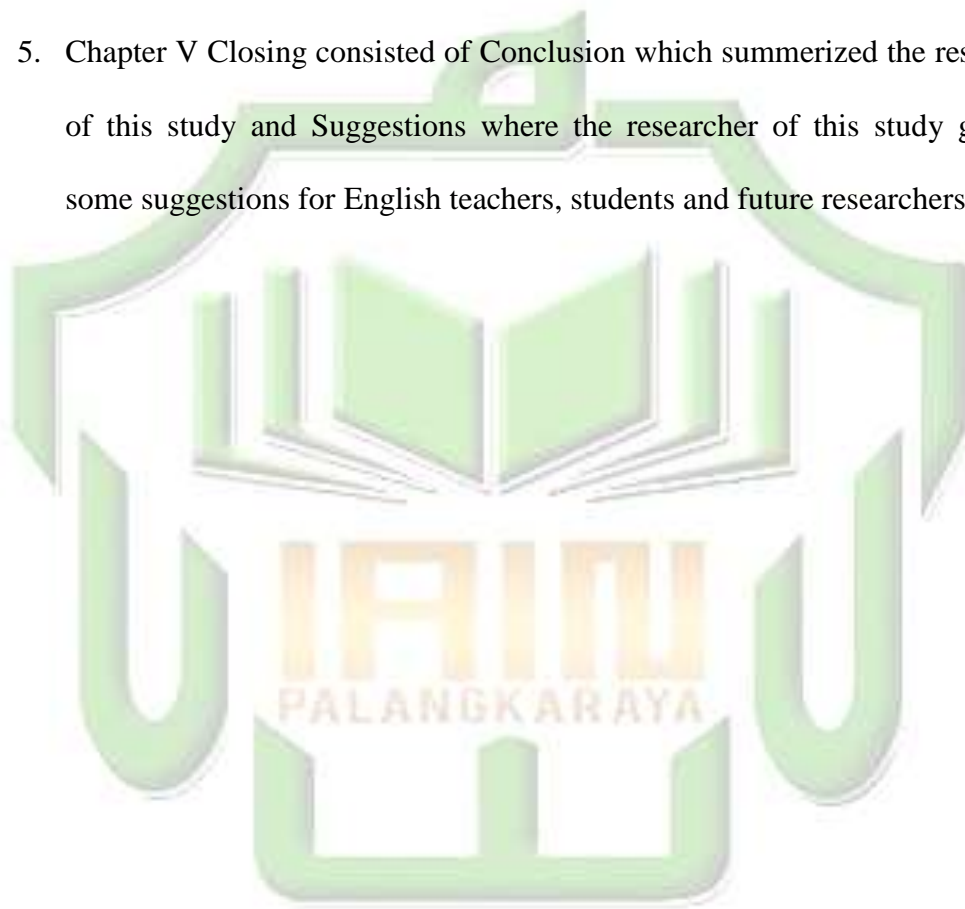
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covered the review of related literature which discussed the related studies, concept of perception, and medium of instruction. The related studies are sorted by the most recent year. Otherwise, Concept of perception and the medium of instruction are to be written after all.

A. Related Studies

This part presented the previous studies which were relevant to this recent study. The first previous study was conducted by Nur Arifah Drajati (2018) with the title " Preservice English teachers' perceptions of English as an International language in Indonesia and Korea". She discovered that Indonesian preservice teachers reported a higher level of perceived capacity to employ effective crosscultural communicative strategies in comparison to their Korean counterparts. These findings revealed that Indonesian preservice teachers, compare with the Korean counterparts, held more positive perceptions of their ability to employ communicative strategies for cross-cultural communications. This study means that Indonesian preservice teachers were perceived as having a higher degree of ownership over their own English accents in comparison to the Korean preservice teachers.

The second research came from Sumiati (2018) which entitled Students' perception on english as medium of instruction used by english lecturers in iain palangkaraya. Students few agree or have the positive voice within it, 90,2% the English perceived by the students. And the one hand, the lecturers use English to explain something difficult or under students' insight.

In English classroom teaching, the Bahasa and English are two languages always applied. Accordingly, we as both students and teachers can not refute that they both are essential. It would be happening to impact students Englih ability if they are taught mostly both in English and Bahasa. The third study came from Retno Wulan, Eddy Haranto and Urip Sulistiyo (2017), with a theme "EFL Pre-Service Teachers' Perception of Language Use for Medium of Instruction in English Classroom". They stated that were exciting to have English as the medium of instruction in their classroom. Anyway, they also want their L1. On top of that, they liked having English even though it is same with their l1, therefore, using bahasa and English should be balanced.

Students' or EFL students had positive feeling within using English as the medium of instruction whether than who dislike. They have distributed questionnaire to students. Thus from some questions on it there are two found written things asked to participants whether they like or dislike. From 57 students found who dislike using bahasa are 29 meanwhile the others are 28 students who like. On the other hand who like using English found 39 from

57 students. In short the English use is liked by 39 than 18 students. Otherwise, the Bahasa is liked by 28 than 29 students.

The forth previous study was conducted by Roijmans (2017) in his study Students' Perceptions of English-medium Instruction at Dutch Universities. The quantitative research design with an online survey was applied. From the finding can be said that students' perception towards EMI is positive. Otherwise, students had less positive about teachers' level of English at dutch university.

The fifth previous study was studied by Denni Rahmadani (2016) with title is " Students' perception of English as a medium of instruction (EMI) In English classroom". The study resulted most of students in line to say that Emi applied by English teacher to teach English subject is positive. It can be seen that the study employed a survey research method which being conducted at the four high schools around Palangkaraya. It revealed that most students regarding a postitive answer of EMI taken both by 67 in an admissible and 34 strongly admissible.

The sixth research came from Nursanti (2016) which being title with Students' perception of teacher's bilingual language use in an english classroom". It was to investigate the perception of students toward the use of two languages of instruction (English and Indonesian) by the teacher in an English classroom and to find out its benefits for students in learning English. It sounded that students show their positive perceptions to the use of bilingual

language done by the teacher as language instruction in their English classroom. It opens six advantages of teacher's bilingual language use for pupils in studying English, first, it makes them easy to understand what the teacher explained in English lesson, second they feel comfortable during the class, third they are not difficult to understand new vocabularies in English, forth is to help them to do exercises, the fifth is to help them to ask and answer something during the class, and the last is to help them to read something in English correctly.

The next research was from Norrahman(2016) which researched " The students' perception on english usage as the medium instruction used by the english teachers at sman-1 palangka raya" to find out the sudents' perception on English usage as the medium of instruction used by the English teachers at SMAN-1 Palangka Raya. The researcher used both quantitative and qualitative method to collect the data. The researcher took 47 students as the sample for questionnaire to answer first problem of the study and the researcher took 2 teachers to be interviewed who taught the two classes. The first result, students do not agree or have the negative answer to use EMI in the class practically it was due to the ability was low to get teachers' explanation, the second one is that 38 students do agree to use the national language in the classroom. Teachers should balance to use English as a medium of instruction.

Even though in different view of this last previous study was different, conducted with title Instructors' Attitudes towards English Medium

Instruction in Turkey, by Kiliçkaya (2006) found from questionnaire it agrees the instruction delivered by their Indigenous language. By doing this it promotes pupils learning better. Even though like that however, Instructors sound to be in line that mixing Turkish and English is as well beneficial while lecturing although most of the current practices are to do one's best to avoid the use of Turkish.

To make everything simple, the Researcher makes the previous study's difference in the form of table as follows.

Table 2.1.

Previous Studies

Previous Study	Weakness	Similarities	Differences
Nur Arifah Drajati Preservice English teachers' perceptions of English as an International language in Indonesia and Korea	Does not clearly mention the methodology, no research instrument	Investigating pre-service teacher	2 schools conducted
Sumiati (2018) students' perception on english as medium of instruction used		Mixed methodoogy	EMI use by lecturer

by english lecturers in iain palangkaraya			
Retno Wulan, Eddy Haranto and Urip Sulistiyo EFL Pre-Service Teachers' Perception of Language Use for Medium of Instruction in English Classroom	Does not cearly to mention by whom used	Pre-service teacher and used mixed method	Used fgd
By Roijmans (2017) in his study Students' Perceptions of English-medium Instruction at Dutch Universities.		Is going to confirm the theory	Used uantitative approach, uestionnaire online
Denni Rahmadani investigated Students' perception of English as a medium of instruction (EMI) In English classroom		Investigating perception	Used survey design and studens' perception
Nursanti (2016) which being title with Students' perception of teacher's bilingual language use in an english classroom			This study employed qualitative approach as a basic framework of study with a case study

			method
Norrahman(2016) which researched " The students' perception on english usage as the medium instruction used by the english teachers at sman-1 palangka raya		Investigated with mixed methodology	Students' perception towars emi but used by the English teacher.
Attitudes towards English Medium Instruction in Turkey, by Kiliçkaya (2006)	Does not mention the clear explanation of instrument	Used questionnaire	Instructors' attitudes

B. Perception

Mussen (1973) defined perception as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch. In other words, by passing perceptual process, people can interpret their idea meaningfully based on what they see, hear, taste, smell, and touch. Perception can be measured by questionnaire.

Sari (2016) defined perception as a way how people think and view of something in their around. It summarizes that perception is becoming aware of something and there is the awareness of something. Most define perception as the process of organizing (Being aware of), organizing (gathering and storing),

and interpreting (binding to knowledge) sensory information. Perception is a thought which is made when person understands around the world.

According to Forgus (1966), perception is a process which an organism receives particular information about the environment. In other words, perception is a sensory experience and involves environmental stimuli and action. Different perceptions from person to another are influenced by their interests and needs. In this study, perception means students' subjective experiences and opinions through their observation which happen in the EMI class. Therefore, it can be concluded that perception is the process of stimuli receiving from someone through sensory receptors and producing it to become a meaningful thing either idea or picture of something. In one word, perception is defined as an act of being aware of one's environment through physical sensation, which shows an individual ability to comprehend. In short, perception is the process whereby persons opt, organize, and interpret sensory stimulation into meaningful informations about their work environment.

From the above definition can be comprehended that perception how someone perceive something that is absorbed by its sensory receptors to the what seen, heard, smelled and touched and the how it is aware of something to be interpreted.

1. **The importance of investigating perception.**

Perception is the awareness of something through the senses. In order words, it is the ability to see, understand, hear. It is important due to the following reasons:

- It is a physiological through which everything is interpreted and understood in this word.

- It is the way people perceive things.

- Perceptions help in sharping up a person's goal. It is the thing that initiates anyone to find their purpose in life

In the context students' perception, there are few things that were investigated in order to measure the students' perception; they were students' attitude, behaviour and understanding toward the EMI in the classroom and also the teachers' language skill. The students were expected to have positive feedback toward EMI with the assumption that the teachers that teaching English subject had sufficient proficiency in English.

Another study on why investigating perception on EMI was essential, is as Lee & Joe (2013) reported that EMI in the universities is one of the most effective ways to enhance pupils' English proficiency by utilizing their experiences of implementing English to obtain their subject knowledge has been confirmed by lots of studies.

2. **Measuring perception**

To measure opinion and perception, it can be done by questionnaire or interviewing. In order to gather the measurements of the

users' opinion, it used multiple choices in the questionnaires. In order to guide the students to choose answers that were ordered in interval scale with choice bars or percentage estimation. It goes to be a survey research the different is on open ended question and close-ended questions. In qualitative interviewing the strong emphasis is on the ended question (David,2015).

C. **English as a medium of instruction**

By Norrahman (2016), It is a language used when teaching or can be said in Indonesia language " Bahasa Pengantar". The medium of Instruction is used as teaching by teacher inside classroom. On the one hand, It can be used to teach other subjects besides English at school. English is an example as a medium of instruction in classroom. Teaching English as a foreign language, which is also known as teaching English to speakers of other languages or English language teaching involves the process of teaching the English language to students whose first language is not English. Krashen's input hypothesis, Long's interaction hypothesis and Swain's output hypothesis all provide evidence to suggest that the use of students' target language in the classroom is crucial for language learning.

1.   **Bilingual approach in English language learning**

If a teacher refers to insert its first language to teach the target language in the classroom. So, teacher's bilingual language use in this study is interpreted as two languages of classroom teaching applied by the teacher in English instruction or it means as well to insert students' native language in English language learning. In other words, bilingual approach uses two or more languages classroom instruction as media in studying second language or foreign language in which it is used in a class where the students have similar language. Furthermore, the definition of the bilingual approach above is in accordance with the Indonesian context in which English is existed as a foreign language and where the students learn English as a learning subject. In Indonesia, the term of bilingual approach is commonly known as the use of students' first language (L1) in second or foreign language learning.

2. **English as a medium of instruction in Indonesia**

Unfortunately, in Indonesia, native speakers' existence is seldom as well as English is considered as the foreign language after the national language of Indonesia. Students can acquire a second language through interaction with a second language speaker, either a native speaker or an advanced non-native speaker. If only native speaker or an advanced non native speakers exist in Indonesia the language of English would be always the second language acquisition.

These findings show that many students have negative attitudes towards using the target language during instruction. Many (32%) of the

factors that caused difficulties with target language use involved the students. These problems included, from most to least important: (1) a negative attitude; (2) a lack of motivation; (3) frustration; (4) high anxiety; and (5) low attention span. Teachers described students who "shut down" or "tuned out" whenever teachers used the L2, and consequently they felt insisted in speaking the L1. Additionally, students' lack of comprehension, or frustration, and the teacher's lack of confidence in students' ability to understand L2 input, prompted many teachers to provide clarifications in the L1.

3. How to assess English as a medium of instruction

A large-scale investigation on the implementation of EMI in 55 countries around the world identified testing and assessment as a "problematic" area (Dearden, 2015). One major challenge is that students are assessed through a language they are still learning. Therefore, it is very likely that their performance will be affected by their English proficiency and the assessment will fail to truly reflect their acquisition of academic knowledge. Indeed, previous studies have found an L2 effect on students' academic performance. For example, Robinson (2010) showed that young Spanish learners of English performed significantly better on a math assessment when it was conducted in their L1.

Lee & Wu (2018) studied Exploring assessment for learning practices in the EMI classroom in the context of Taiwanese Higher Education. The EMI Classroom Assessment Practices questionnaire was

developed and administered to 40 EMI (English as a Medium of Instruction) university teachers in Taiwan with the aim of meeting EMI teachers' needs to conduct learning-oriented classroom assessment.

4. The importance of comprehensible input

Krashen summarizes his comprehensible input hypothesis in the simple and elegant expression i+**1**. Here, the letter i stands for input, which is the student's current language ability level. The '+1' is exposure to slightly more advanced language that leads to acquisition. When we combine both parts of the statement into i+1, we give students a task that is challenging yet achievable.

Comprehensible input is described in the following statement: "When students are studying a second language, they should be able to understand the essence of what is being said or presented to them." Students learn more through comprehensible input than through the more common teaching methods of memorization and language immersion programs, which have students only hearing the second language without any meaningful or helpful information. It is important for educators to understand that learning a new language is not as simple as immersing a student completely in the new language, there must be actual comprehension before anything of meaning can be retained.

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design and the design strategies underpinning this research study. In addition, the chapter discussed the research design and approach which used in the study including place and time of the research, population and sample, instruments, endorsement of the data, data collecting procedure, data analysis while explaining the stages and processes involved in the study, and method for verification the research findings.

A. Research type

The research type of this study was descriptive quantitative. This research was purely quantitative with questionnaire as the main instrument to obtain the data which in the form of numerical in the statistical analysis. Wido (2013) states the descriptive research is a research that involving the collection of the data for the purpose of describing exiting conditions. Descriptive study is a type of research that happened naturally, has no control over the condition and the situation, and could only measure what already exist (Norjenah, 2012).

B. **Research design**

The research design of this study was a survey research. A survey is any activity that collects information in an organized and methodical manner about characteristics of interest from some or all units of a population using well-defined concepts, methods and procedures, and compiles such information into a useful summary form (Canada, 2003). So, based on the definition above, it can be said that survey research is a procedure used by the researcher to describe the attitudes, opinions, behaviors, or characteristics of the population.

Kraemer (1991) identified three distinguishing characteristics of survey research. First, survey research is used to quantitatively describe specific aspects of a given population. These aspects often involve examining the relationships among variables. Second, the data required for survey research are collected from people, therefore, subjective. Finally, survey research uses a selected portion of the population from which the findings can later be generalized back to the population (Cresswell, 2012).

Mathiyaz Hagan & Nandan (2010) mentioned the advantages of survey research two of them are it is quicker to collect data than others method and it is the sole way of retrieving information about respondents' past history.

C. Population and sample

1. Population

According to what Ary (2010) said in his book, population was all members of well-defined class of events, or objects. It means the population is the whole subjects of the study. Based on the statement above, the population of this study will be all of the students of MAN Kota Palangka Raya.

The population data of students in MAN Kota Palangka Raya can be seen in the following table:

Table 3.1.

Population

Grade	Class	Population
10th	MIPA 1	30
	MIPA 2	32
	MIPA 3	32
	MIPA 4	30
	MIPA 5	24
	IPS 1	34
	IPS 2	36
	BAHASA	30
	AGAMA 1	36
	AGAMA 2	33
11th	MIPA 1	30
	MIPA 2	30
	MIPA 3	34
	MIPA 4	31
	MIPA 5	24

	IPS 1	38
	IPS 2	36
	AGAMA 1	36
	AGAMA 2	36
	BAHASA	35
12th	MIPA 1	36
	MIPA 2	37
	MIPA 3	35
	MIPA 4	36
	MIPA 5	37
	IPS 1	37
	IPS 2	37
	BAHASA	28
	AGAMA 1	37
	AGAMA 2	39
Total Population :		**1006**

2. Sample

Sample is different from population. Sample is a portion of population. It is a small group of people that is observed. In this study, the researcher used the cluster sampling criteria or called as clustering sampling technique. Cluster sampling is the type of sampling technique that the unit chosen is not an individual but, rather, a group of individuals who are naturally together (Ary, 2010). Cluster random sampling is used when it is more feasible or convenient to select groups of individual that it is to select individuals from a defined population (Wido, 2013).

Coincidentally with the sampling technique, the research procedure in the subject school, which was MAN Kota Palangka Raya, only allow the researcher to be assigned to one teacher whom handled

seven classes, they are: MIPA 1, MIPA 2, IPS 1, IPS 2, AGAMA 1, AGAMA 2, and BAHASA. Thus, with many considerations, the researcher decided to arrange tryout test in three classes, they are: AGAMA 1, AGAMA 2, and BAHASA. Also, for the data collection, the researcher implemented it in the remaining of the classes, they are: MIPA 1, MIPA 2, IPS 1, and IPS 2. For the complete list of the sample, please refer to the table list below.

Table 3.2.

Sample List Based on Simple Clustering Technique

No.	Class	Total Students	Test	Test Sample
1	Agama 1	36		
2	Agama 2	36	Tryout	107
3	Bahasa	35		
4	MIPA 1	30		
5	MIPA 2	30	Data Collection	134
6	IPS 1	38		
7	IPS 2	36		
			Total Sample :	241

D. Research Instrument

One of the way to collect the data needed for survey research is by using questionnaire. Arikunto (2006) states that the questionnaire is a list of questions given to others who are willing to respond to accordance with user request. It means that questionnaire is a research instrument having a series of statement for the goal of gathering information from respondents. The

questionnaire is conducted in order to find out the students' perception of English as a Medium of Instruction in teaching English.

The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for, say, interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. These cost-benefit considerations are very important, particularly for all those who are doing research in addition to having a full-time job (Gillham, 2000).

Cost-effectiveness is not the only advantage of questionnaires. They are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics. As a result, the vast majority of research projects in the behavioral and social sciences involve at one stage or another collecting some sort of questionnaire data (Dornyei, 2003).

In this research, the researcher used only questionaire in a Likert scale model as a research instrument. A Likert scale assesses attitude toward a topic by presenting a set of statements about the topic and asking respondents to

indicate for each whether they strongly agree, agree, undecided/neutral, disagree, strongly disagree (Donald, 2010). The researcher translated the questionnaire into Bahasa Indonesia to make the respondents more comfortable in aswering the questionnaire and. Also, in order to make the questionnaire more credible, the researcher has adapted the questionnaire from similar research by Estelle Roijmans (2017).

To construct the questionnaire needed for the research, the researcher has formulated the specifications for the items that will be put in the questionnaire in order to make the questionnaire more comprehensive. The item specifications will listed in the table below.

Table 3.3.

Item Specifications

No.	Category	Quantity	Numbering
1	Students' attitude to English.	7	1-7
2	Students' understanding toward English as a medium of instruction.	5	8-12
3	Students' perceptions of their English teachers' level of English.	5	13-17
4	Students' perceptions of the language their English teachers use in the classroom.	5	18-22
	Total Items:	**22**	

The researcher then interpreted the spesifications above into questionnaire items, which will be listed on the table below.

Table 3.4.

Item Interpretations

No.	Item	Category
1	English as a medium of instruction helped me increasing my English proficiency.	1
2	English as a medium of instruction motivated me to learn English more.	1
3	English as a medium of instruction made me more capable to speak English.	1
4	English as a medium of instruction helped me understand English textbooks and articles easier.	1
5	English as a medium of instruction facilitated me to understand international cultures.	1
6	I really like learning English.	1
7	I would rather spend my time on subjects other than English.	1
8	English subject is easy to understand.	2
9	I can understand very well when English teachers using English as a medium of Instruction.	2
10	If I don't understand an English word, I can figure out the meaning by using the context.	2
11	I can easily absorb and process information during an English Subject.	2
12	In general, I think that I am good at learning English.	2
13	I think it is important for my English teacher to speaks English fluently.	3
14	I think it is important that my teacher does not have an audible local accent when speaking English.	3
15	I think my teachers generally have a high level of English.	3
16	When I (or someone else) ask(s) a question, my English teacher should formulate the answer completely in English.	3
17	I am not interested in learning English because of the low level of English in my school.	3
18	I am hesitated to ask a question when a teacher use English as a medium of instruction in classroom.	4
19	English as a medium of instruction needed to be applied in English Subject at my school.	4
20	If English as a medium of instruction implemented in my school, teachers must use full English when teaching English subject.	4
21	Teachers only needed to use Bahasa Indonesia when teaching English subject, so that all the students can understand the lessons well.	4
22	Teachers needed to combine both English and Bahasa	4

	Indonesia as a medium of instruction depending on the condition of each class.	

E. Endorsement of the Data

1. Tryout Test

The researcher tried out the test instrument before it applied to the real sample in the research. The researcher gave the tryout test to a few classes of the eleventh grade of MAN Kota Palangka Raya. To get the data of tryout, the researcher used some procedures as follows:

a. The researcher made and prepare test of tryout.

b. The researcher gave test of tryout to the students

c. The researcher asked the students to do test of tryout.

d. The researcher collected the student's answer.

e. The researcher calculated and gave score to the students' answer.

f. The researcher analyzed the obtain data to know the instruments validity, and instruments reliability.

2. Validity

Validity is the degree to which the evidence and theory support the interpretations of test scores entailed by proposed uses for tests. Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations (Donald, 2010). In questionnaire, to measure the validity is whether respondent who complete the questionnaire do so accurately, honestly and correctly and second whether those who fail to return their questionnaire would

have given the same distribution of answer as did the returnees. Face Validity is taken to ensure that the questionnaire is valid. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure (Cohen, 2007). Doing pilot study was not only to know the students' difficulties in answer the questionnaire, but also measured the construct validity of the questionnaire.

The researcher calculated the results of the pilot study by using SPSS Statistics program, version 25. The total of the items were 22 items and the respondents were 105 students. Thus, by comparing between the results of pilot study and the critical values of the Pearson Product Moment Correlation Coefficient found in Donald's book, the validity of the instrument items were listed in the following table.

Table 3.5.

The Validity of Research Instrument

No.	Item	Value	Critical Value	Validity
1	Item 1	.504	.195	Valid
2	Item 2	.275	.195	Valid
3	Item 3	.273	.195	Valid
4	Item 4	.396	.195	Valid
5	Item 5	.205	.195	Valid
6	Item 6	.249	.195	Valid
7	Item 7	.503	.195	Valid
8	Item 8	.379	.195	Valid
9	Item 9	.368	.195	Valid
10	Item 10	.322	.195	Valid

11	Item 11	.220	.195	Valid
12	Item 12	.184	.195	Invalid
13	Item 13	.219	.195	Valid
14	Item 14	.248	.195	Valid
15	Item 15	.285	.195	Valid
16	Item 16	.179	.195	Invalid
17	Item 17	.427	.195	Valid
18	Item 18	.503	.195	Valid
19	Item 19	.213	.195	Valid
20	Item 20	.380	.195	Valid
21	Item 21	.396	.195	Valid
22	Item 22	.211	.195	Valid

As listed on the table above, two items were invalid, which are item 12 and item 16. Thus, item 12 and item 16 were ruled out in the data collection.

3. **Reliability**

Reliability is the degree of consistency with which it measure whatever it is measuring. The reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement (Donald, 2010).

According to Sandra (2008), in order to assure the reliability of a survey, several measures can be used, they are:

a. First, the same survey can be given on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.

b. The second way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked

c. The final way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

To find the reliability of the items, the researcher used SPSS Statistics program, version 25. In order to measure the reliability of a research instrument, the instrument's value of Cronbach's Alpha must be higher than the r table. In this case, the r table is 0.195. The result of the reliability of the intrument is mentioned below on the table.

Table 3.6.

The Reliability of Research Intrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.768	22

Table 3.7.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item 1	65.07	63.351	.504	.745

Item 2	64.97	68.355	.275	.762
Item 3	64.90	68.172	.273	.762
Item 4	65.00	65.481	.396	.753
Item 5	65.03	69.624	.205	.766
Item 6	65.14	68.874	.249	.763
Item 7	65.14	64.835	.503	.747
Item 8	65.10	66.183	.379	.755
Item 9	65.09	66.771	.368	.756
Item 10	65.06	67.516	.322	.759
Item 11	64.97	69.182	.220	.765
Item 12	65.19	69.194	.184	.768
Item 13	65.01	68.336	.219	.767
Item 14	65.13	69.174	.248	.763
Item 15	65.04	68.499	.285	.761
Item 16	65.09	70.618	.179	.767
Item 17	65.06	66.477	.427	.752
Item 18	65.14	64.835	.503	.747
Item 19	65.05	69.123	.213	.766
Item 20	65.07	67.332	.380	.755
Item 21	65.07	67.755	.396	.755
Item 22	64.90	69.875	.211	.765

F. Data Collection Procedure

To collect the data needed, questionnaires with open-ended questions was given to the participants. Indonesian language was chosen to help the students understand the question better so they will not have a problem in answering the questions.

To collect the data, there were several steps should be done, they are as follows:

1. Preparing the questionnaire

2. Giving the questionnaire to the respondents.

3. Collecting the responses.

4. Calculating the result of responses.

5. Analyzing the data obtained using SPSS Statistics program version 25.

6. Concluding the students' perceptions of English as a Medium of Instruction of MAN Kota Palangka Raya.

G. Data Analysis

To analyze the data obtained from the field, several techniques were conducted of this research, namely data reduction and data displaying.

1. Data Reduction

In this research about students' perception which is known as attitudinal information. The interval scale used and the data needed was collected by using the questionnaires in a Likert scale model with open-ended questions.

There are three indexes that a researcher can use to summarize data so that the data can represent a group as a whole, these three indexes known as *mean*, *median*, and *mode* (Donald, 2010). To analyze data using these three indexes, there will be some formula to be applied.

a. The Mean

The mean, or arithmetic average, is the sum of all the scores in a distribution divided by the number of cases. In term of formula, it is usually written as:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where :

$\bar{X}$ = Mean Value

Σ = Sum of

X = Raw score

N = Number of case

b. The Median

The median is defined as that point in a distribution of measure below which 50 percent of the cases lie (which means that the other 50 percent will lie above this point). Consider the following distribution scores, where the median is 18:

14   15   16   17   18   19   20   21   22

In the following 10 scores we seek the point below which 5 scores fall:

14   16   16   17   18   19   20   20   21   22

The point below which 5 scores, or 50 percent of the cases, fall is halfway between 18 and 19. Thus, the median of this distribution is 18.5.

c. The Mode

The mode is the value in a distribution that occurs most frequently. It is the simplest to find of the three indexes because it is

determined by inspection rather than by computation. Given the distribution of scores:

14	16	16	17	18	19	19	19	21	22

you can readily see that the mode of this distribution is 19 because it is the most frequent score. But, sometimes there is more than one mode in a distribution. For example, if the score had been:

14	16	16	16	18	19	19	19	21	22

You would have two modes: 16 and 19. This kind of distribution with two modes is called *bimodal*. Distribution with three or more modes are called *trimodal* or *multimodal*, respectively.

The next step in analyzing the data is calculating the deviation scores and standard deviation.

d. Deviation Scores

Deviation scores are scores that show the difference between a raw score and the mean of the distribution. The formula for a deviation score is:

$$x = X - \bar{X}$$

Where:

x = deviation score

X = raw score

$\bar{X}$ = mean

e. Standard Deviation

The recommended formula to use for computing standard deviation if the computation must be done "by hand":

$$\sigma^2 = \frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N}$$

Where:

σ^2 = variance

ΣX^2 = sum of the squares of each score (i.e., each score is first squared, and then these squares are summed)

$(\Sigma X)^2$ = sum of the scores squared (the scores are first summed, and then this total is squared)

N = number of cases

2. Data Displaying

Coding categories is the first thing to do for the researcher when deciding to compile survey research (Sandra, 2008). The researcher adopted the Fukuda's way to display her data results. The researcher used questionnaire with the open-ended questions and Likert type scale (strongly agree, agree, neutral, strongly disagree, disagree) as the instrument for collecting the data. In addition, the table also includes the percentage of respondents for each response and finally the mean for the question.

There were several possible alternatives to display the information compiled in a table;

a. One is to simply report the *frequency* of each response. Hence, in the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening as one, and so on.

b. A second alternative is to describe the results in *percentages*. If researchers choose to describe the results in terms of frequency or percentages, they could also display these results in a figure using a bar graph or pie chart. Visually displaying results in this way often makes it easier to highlight the results of the survey.
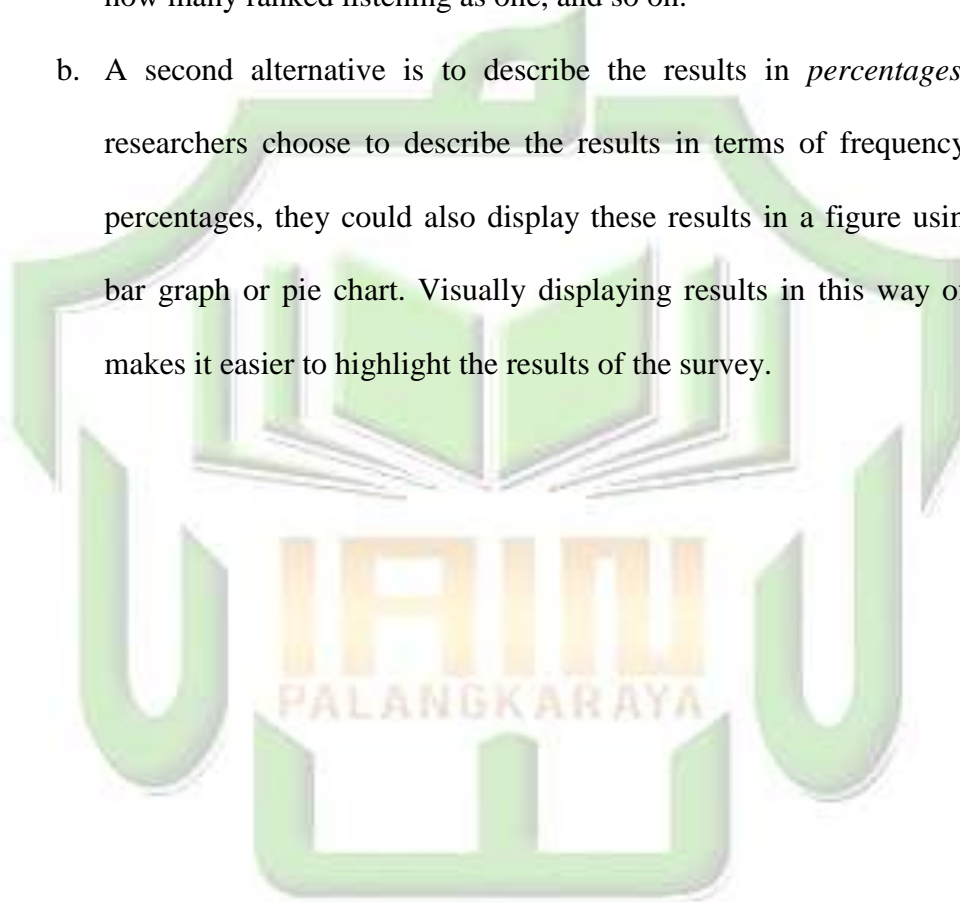
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter focused on the research findings and and the discussion. It covered the overall results of the research instrument and the description of said instrument. The discussion were centered around the results of the questionnaire as the primary instrument for data collection.

A. The Description of the Data

In this section, the researcher described the results of the research on the students' perception of English as a medium of instruction in teaching English at MAN Kota Palangka Raya by using questionnaire as the main instrument for collecting data.

1. The Results of the Questionnaire

In order to analyze the data, the researcher displayed the overall results of the questionnaire in a table. The data statistics that were displayed in the table were the number and the percentage of the responses, mean, median, modus, and standard deviation.

Table 4.1

Overall Results of the Questionnaire

Item List	Percent & Number	Scale					Total	MN	MD	MOD	ST. DEV
		SA=5	A=4	N=3	D=2	SD=1					
Item_1	Number	10	48	30	39	7	134	3.11	3	4	1.074
	Percent	7.5%	35.8%	22.4%	29.1%	5.2%	100%				

Item_2	Number	11	49	47	25	2	134	3.31	3	4	0.921
	Percent	8.2%	36.6%	35.1%	18.7%	1.5%	100%				
Item_3	Number	12	54	38	28	2	134	3.34	3	4	0.959
	Percent	9.0%	40.3%	28.4%	20.9%	1.5%	100%				
Item_4	Number	12	53	34	31	4	134	3.28	3	4	1.016
	Percent	9.0%	39.6%	25.4%	23.1%	3.0%	100%				
Item_5	Number	10	45	56	20	3	134	3.29	3	3	0.891
	Percent	7.5%	33.6%	41.8%	14.9%	2.2%	100%				
Item_6	Number	6	39	61	23	5	134	3.13	3	3	0.883
	Percent	4.5%	29.1%	45.5%	17.2%	3.7%	100%				
Item_7	Number	6	41	58	23	6	134	3.13	3	3	0.908
	Percent	4.5%	30.6%	43.3%	17.2%	4.5%	100%				
Item_8	Number	7	43	49	28	7	134	3.11	3	3	0.971
	Percent	5.2%	32.1%	36.6%	20.9%	5.2%	100%				
Item_9	Number	8	40	54	29	3	134	3.16	3	3	0.908
	Percent	6.0%	29.9%	40.3%	21.6%	2.2%	100%				
Item_10	Number	8	38	51	35	2	134	3.11	3	3	0.915
	Percent	6.0%	28.4%	38.1%	26.1%	1.5%	100%				
Item_11	Number	8	49	48	27	2	134	3.25	3	4	0.899
	Percent	6.0%	36.6%	35.8%	20.1%	1.5%	100%				
Item_13	Number	20	45	39	23	7	134	3.36	3	4	1.093
	Percent	14.9%	33.6%	29.1%	17.2%	5.2%	100%				
Item_14	Number	4	44	50	35	1	134	3.11	3	3	0.855
	Percent	3.0%	32.8%	37.3%	26.1%	0.7%	100%				
Item_15	Number	13	49	43	28	1	134	3.34	3	4	0.941
	Percent	9.7%	36.6%	32.1%	20.9%	0.7%	100%				

Item_17	Number	4	37	55	34	4	134	3.02	3	3	0.880
	Percent	3.0%	27.6%	41.0%	25.4%	3.0%	100%				
Item_18	Number	6	37	55	30	6	134	3.05	3	3	0.928
	Percent	4.5%	27.6%	41.0%	22.4%	4.5%	100%				
Item_19	Number	9	41	53	28	3	134	3.19	3	3	0.191
	Percent	6.7%	30.6%	39.6%	20.9%	2.2%	100%				
Item_20	Number	4	36	57	34	3	134	3.03	3	3	0.858
	Percent	3.0%	26.9%	42.5%	25.4%	2.2%	100%				
Item_21	Number	2	41	62	27	2	134	3.10	3	3	0.788
	Percent	1.5%	30.6%	46.3%	20.1%	1.5%	100%				
Item_22	Number	19	49	46	19	1	134	3.49	4	4	0.932
	Percent	14.2%	36.6%	34.3%	14.2%	0.7%	100%				

2. Data Analysis of the Questionnaire

It was apparent from the table above that the students' perception of English as a medium of Instruction in teaching English at MAN Kota Palangka Raya resulted as follow:

Item 1, English as a medium of instruction helped me increasing my English proficiency. There are 10 students (7.5%) stated strongly agree, 48 students (35.8%) stated agree, 30 students (22.4%) stated uncertain, 39 students (29.1%) stated disagree, and 7 students (5.2%) stated strongly disagree.

Item 2, English as a medium of instruction motivated me to learn English more. There are 11 students (8.2%) stated strongly agree, 49 students (36.6%) stated agree, 47 students (35.1%) stated uncertain, 25

students (18.7%) stated disagree, and 2 students (1.5%) stated strongly disagree.

Item 3, English as a medium of instruction made me more capable to speak English. There are 12 students (9.0%) stated strongly agree, 54 students (40.3%) stated agree, 38 students (28.4%) stated uncertain, 28 students (20.9%) stated disagree, and 2 students (1.5%) stated strongly disagree.

Item 4, English as a medium of instruction helped me understand English textbooks and articles easier. There are 12 students (9.0%) stated strongly agree, 53 students (39.6%) stated agree, 34 students (25.4%) stated uncertain, 31 students (23.1%) stated disagree, and 4 students (3.0%) stated strongly disagree.

Item 5, English as a medium of instruction facilitated me to understand international cultures. There are 10 students (7.5%) stated strongly agree, 45 students (33.6%) stated agree, 56 students (41.8%) stated uncertain, 20 students (14.9%) stated disagree, and 3 students (2.2%) stated strongly disagree.

Item 6, I really like learning English. There are 6 students (4.5%) stated strongly agree, 39 students (29.1%) stated agree, 61 students (45.5%) stated uncertain, 23 students (17.2%) stated disagree, and 5 students (3.7%) stated strongly disagree.

Item 7, I would rather spend my time on subjects other than English. There are 6 students (4.5%) stated strongly agree, 41 students

(30.6%) stated agree, 58 students (43.3%) stated uncertain, 23 students (17.2%) stated disagree, and 6 students (4.5%) stated strongly disagree.

Item 8, English subject is easy to understand. There are 7 students (5.2%) stated strongly agree, 43 students (32.1%) stated agree, 49 students (36.6%) stated uncertain, 28 students (20.9%) stated disagree, and 7 students (5.2%) stated strongly disagree.

Item 9, I can understand very well when English teachers using English as a medium of Instruction. There are 8 students (6.0%) stated strongly agree, 40 students (29.9%) stated agree, 54 students (40.3%) stated uncertain, 29 students (21.6%) stated disagree, and 3 students (2.2%) stated strongly disagree.

Item 10, If I don't understand an English word, I can figure out the meaning by using the context. There are 8 students (6.0%) stated strongly agree, 38 students (28.4%) stated agree, 51 students (38.1%) stated uncertain, 35 students (26.1%) stated disagree, and 2 students (1.5%) stated strongly disagree.

Item 11, I can easily absorb and process information during an English Subject. There are 8 students (6.0%) stated strongly agree, 49 students (36.6%) stated agree, 48 students (35.8%) stated uncertain, 27 students (20.1%) stated disagree, and 2 students (1.5%) stated strongly disagree.

Item 13, I think it is important for my English teacher to speaks English fluently. There are 20 students (14.9%) stated strongly agree, 45

students (33.6%) stated agree, 39 students (29.1%) stated uncertain, 23 students (17.2%) stated disagree, and 7 students (5.2%) stated strongly disagree.

Item 14, I think it is important that my teacher does not have an audible local accent when speaking English. There are 4 students (3.0%) stated strongly agree, 44 students (32.8%) stated agree, 50 students (37.3%) stated uncertain, 35 students (26.1%) stated disagree, and 1 student (0.7%) stated strongly disagree.

Item 15, I think my teachers generally have a high level of English. There are 13 students (9.7%) stated strongly agree, 49 students (36.6%) stated agree, 43 students (32.1%) stated uncertain, 28 students (20.9%) stated disagree, and 1 student (0.7%) stated strongly disagree.

Item 17, I am not interested in learning English because of the low level of English in my school. There are 4 students (3.0%) stated strongly agree, 37 students (27.6%) stated agree, 55 students (41.0%) stated uncertain, 34 students (25.4%) stated disagree, and 4 students (3.0%) stated strongly disagree.

Item 18, I am hesitated to ask a question when a teacher use English as a medium of instruction in classroom. There are 6 students (4.5%) stated strongly agree, 37 students (27.6%) stated agree, 55 students (41.0%) stated uncertain, 30 students (22.4%) stated disagree, and 6 students (4.5%) stated strongly disagree.

Item 19, English as a medium of instruction needed to be applied in English Subject at my school. There are 9 students (6.7%) stated strongly agree, 41 students (30.6%) stated agree, 53 students (39.6%) stated uncertain, 28 students (20.9%) stated disagree, and 3 students (2.2%) stated strongly disagree.

Item 20, If English as a medium of instruction implemented in my school, teachers must use full English when teaching English subject. There are 4 students (3.0%) stated strongly agree, 36 students (26.9%) stated agree, 57 students (42.5%) stated uncertain, 34 students (25.4%) stated disagree, and 3 students (2.2%) stated strongly disagree.

Item 21, Teachers only needed to use Bahasa Indonesia when teaching English subject, so that all the students can understand the lessons well. There are 2 students (1.5%) stated strongly agree, 41 students (30.6%) stated agree, 62 students (46.3%) stated uncertain, 27 students (20.1%) stated disagree, and 2 students (1.5%) stated strongly disagree.

Item 22, Teachers needed to combine both English and Bahasa Indonesia as a medium of instruction depending on the condition of each class. There are 19 students (14.2%) stated strongly agree, 49 students (36.6%) stated agree, 46 students (34.3%) stated uncertain, 19 students (14.2%) stated disagree, and 1 student (0.7%) stated strongly disagree.

As can be seen on the data presentation above, more than half of the students stated agreed with all the items, indicated by the data of mode and median that frequently showed 3 or 4 as the results of the questionnaire. For the data of mean, it showed the combined performance of the entire group. The item 22 showed the highest mean value of 3.49. For the lowest mean value, it showed by item 17 with the mean value of 3.02. As for standard deviation, the highest value was showed by item 13 (1.093), and the lowest value showed by item 19 (0.191). it means that item 13 was more heterogeneous than item 19.

B. Discussion

The research problem of this study was "How do the students perceive the usage of the English as medium of instruction in English subject?" To answer the question above, the researcher has done the study for this research.

The researcher did the research based on the problem of the study as stated previously. The data that this research tried to uncover was the perception of the students. In other words, the research was based on the students' point of view. Hence, the result of the research data showed the understanding, attitude, and behavior of the students toward English as a medium of instruction. Also, what they expected of their English teacher

To measure all of that stuff that mentioned before, the researcher decided to use qestionnaire as a main research instrument to collect the data. the questionnaire that the researcher used was adapted from pre-existing

research about English as a medium of instruction that has been implemented in Dutch universities conducted by Estelle Roijmans.

To understand better and ensure the success of the investigation on the student' perception of English as a medium of instruction, the researcher did the formative evaluation. Richards stated that evaluation may be carried out as part of the process of the program development in order to find out what is working well and what is not and what problems need to be addressed.The evaluation using the instrument and the endorsement of the data which was used in this research focused on the whole English as a medium of instruction used by the English teachers in teaching English such as the fact that EMI would motivate and expose the students of English more the English environment. The validity and reliabilities of the instrument in pilot study could describe those aspects.

As stated before, in order to measure the perception of the students, the researcher used questionnaire as the main instrument. Hence, the results of the data were in numerical value or quantitative. So, this research can be categorized descriptive quantitative research.

In order to complete this research, the next step would be describing the results of the research data that have been laid out in the previous section. The discussion of the research data were listed in the following paragraph.

The first category of the item used in the questionnaire is about 'students' attitude toward English'. This first category then interpreted into seven item, namely item 1, item 2, item 3, item 4 , item 5, item 6, and item 7.

As for the results of each item, first, Item 1, 'English as a medium of instruction helped me increasing my English proficiency', there are 7.5% students stated strongly agree, 35.8% students stated agree, 22.4% students stated uncertain, 29.1% students stated disagree, and 5.2% students stated strongly disagree. Second, item 2, 'English as a medium of instruction motivated me to learn English more', there are 8.2% students stated strongly agree, 36.6% students stated agree, 35.1% students stated uncertain, 18.7% students stated disagree, and 1.5% students stated strongly disagree. Third, item 3, 'English as a medium of instruction made me more capable to speak English'. There are 9.0% students stated strongly agree, 40.3% students stated agree, 28.4% students stated uncertain, 20.9% students stated disagree, and 1.5% students stated strongly disagree. Fourth, item 4, 'English as a medium of instruction helped me understand English textbooks and articles easier'. There are 9.0% students stated strongly agree, 39.6% students stated agree, 25.4% students stated uncertain, 23.1% students stated disagree, and 3.0% students stated strongly disagree. Fifth, item 5, 'English as a medium of instruction facilitated me to understand international cultures'. There are 7.5% students stated strongly agree, 33.6% students stated agree, 41.8% students stated uncertain, 14.9% students stated disagree, and 2.2% students stated strongly disagree. Sixth, Item 6, 'I really like learning English'. There are 4.5% students stated strongly agree, 29.1% students stated agree, 45.5% students stated uncertain, 17.2% students stated disagree, and 3.7% students stated strongly disagree. And seventh, Item 7, 'I would rather spend my time

on subjects other than English'. There are 4.5% students stated strongly agree, 30.6% students stated agree, 43.3% students stated uncertain, 17.2% students stated disagree, and 4.5% students stated strongly disagree. It can be seen in the presented data, more than half of the students stated agree or uncertain, it means that the students' attitude toward English is rather positive.

The second category of item specifications is about 'students' understanding toward English as a medium of instruction'. This specifications then interpreted into 5 items. Namely, Item 8, item 9, item 10, item 11, and item 12. But, in the pilot study, item 12 was ruled out to be invalid. So, only 4 items were used for the second category in the data collection. And, the results are as follow; First, item 8, 'English subject is easy to understand'. There are 5.2% students stated strongly agree, 32.1% students stated agree, 36.6% students stated uncertain, 20.9% students stated disagree, and 5.2% students stated strongly disagree. Second, item 9, 'I can understand very well when English teachers using English as a medium of Instruction'. There are 6.0% students stated strongly agree, 29.9% students stated agree, 40.3% students stated uncertain, 21.6% students stated disagree, and 2.2% students stated strongly disagree. Third, item 10, 'If I don't understand an English word, I can figure out the meaning by using the context'. There are 6.0% students stated strongly agree, 28.4% students stated agree, 38.1% students stated uncertain, 26.1% students stated disagree, and 1.5% students stated strongly disagree. And fourth, item 11, 'I can easily absorb and process

information during an English Subject'. There are 6.0% students stated strongly agree, 36.6% students stated agree, 35.8 students stated uncertain, 20.1% students stated disagree, and 1.5% students stated strongly disagree. The data presetation of the second item specifications resulted that most of the students are more inclined toward uncertain rather than agree, indicated by the highest mean value of the four items is only at 3.25. Thus, it can be considered that the students' understanding toward English as a medium of instruction is neutral.

For the third category of item specifications is about 'students' perceptions of their English teachers' level of English'. In other words, their expectation of skills of their English teachers. This specification was interpreted into 5 items. Namely, item 13, item 14, item 15, item 16, and item 17. But, in the pilot study, item 16 was ruled out to be invalid. So, only 4 items were used for the second category in the data collection. And, the results are as follow; First, item 13, 'I think it is important for my English teacher to speaks English fluently'. There are 14.9% students stated strongly agree, 33.6% students stated agree, 29.1% students stated uncertain, 17.2% students stated disagree, and 5.2% students stated strongly disagree. Second, item 14, 'I think it is important that my teacher does not have an audible local accent when speaking English'. There are 3.0% students stated strongly agree, 32.8% students stated agree, 37.3% students stated uncertain, 26.1% students stated disagree, and 0.7% student stated strongly disagree. Third, item 15, 'I think my teachers generally have a high level of English'.

There are 9.7% students stated strongly agree, 36.6% students stated agree, 32.1% students stated uncertain, 20.9% students stated disagree, and 0.7% student stated strongly disagree. And fourth, item 17, 'I am not interested in learning English because of the low level of English in my school'. There are 3.0% students stated strongly agree, 27.6% students stated agree, 41.0% students stated uncertain, 25.4% students stated disagree, and 3.0% students stated strongly disagree. According to the data above, while some students have some expectation in their teachers' English skill, the value is not really high. Going by overall data of the third item specifications, the results are a little bit inclined more toward the agree statement. Hence, the third category of the item specifications considered as positive.

The last category of the item specifications is 'students' perceptions of the language their English teachers use in the classroom'. In short, it is measured the students' behavior toward English as a medium of instruction in English teaching. This category then interpreted into 5 items. Namely, item 18, item 19, item 20, item 21, and item 22. The items' results are as follow; First, item 18, 'I am hesitated to ask a question when a teacher use English as a medium of instruction in classroom'. There are 4.5% students stated strongly agree, 27.6% students stated agree, 41.0% students stated uncertain, 22.4% students stated disagree, and 4.5% students stated strongly disagree. Second, item 19, 'English as a medium of instruction needed to be applied in English Subject at my school'. There are 6.7% students stated strongly agree, 30.6% students stated agree, 39.6% students stated uncertain, 20.9% students

stated disagree, and 2.2% students stated strongly disagree. Third, item 20, 'If English as a medium of instruction implemented in my school, teachers must use full English when teaching English subject'. There are 3.0% students stated strongly agree, 26.9% students stated agree, 42.5% students stated uncertain, 25.4% students stated disagree, and 2.2% students stated strongly disagree. Fourth, item 21, 'Teachers only needed to use Bahasa Indonesia when teaching English subject, so that all the students can understand the lessons well'. There are 1.5% students stated strongly agree, 30.6% students stated agree, 46.3% students stated uncertain, 20.1% students stated disagree, and 1.5% students stated strongly disagree. And the last, item 22, 'Teachers needed to combine both English and Bahasa Indonesia as a medium of instruction depending on the condition of each class'. There are 14.2% students stated strongly agree, 36.6% students stated agree, 34.3% students stated uncertain, 14.2% students stated disagree, and 0.7% student stated strongly disagree. The data above showed that this category is the only category that has item with the most positive responses. Most of the students agree to the statement in item 22, which is, 'Teachers needed to combine both English and Bahasa Indonesia as a medium of instruction depending on the condition of each class'. Hence, in can be summarized that most of the students wanted the teacher to use English and Bahasa Indonesia as a medium of instruction depending on the condition of each classes.

In order to make all the results of the questionnaire items easier to read, the researcher put the results in chart form showed below.

Figure 4.1.

Bar Chart of Questionnaire Result in Percentage
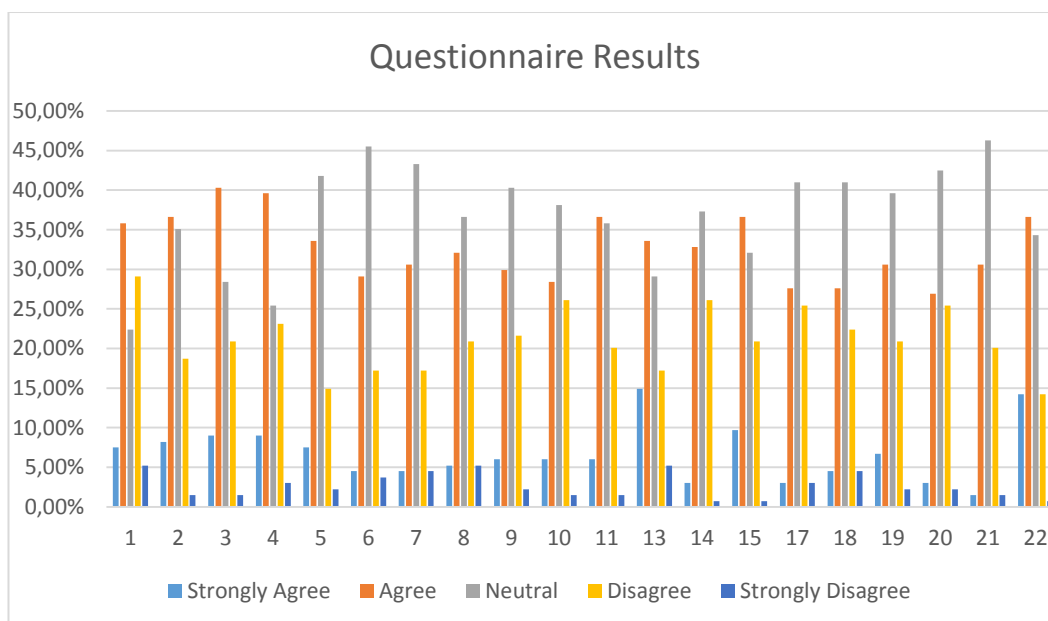
From the data description and the discussion above, the research problem of this study, 'How do the students perceive the usage of the English as medium of instruction in English subject?', has been aswered perfectly. The data analysis of the questionnaire used for this research found that most students in this survey had positive response toward English as a medium of instruction. It can be seen from the cumulative result of the statements of 'Agree' and 'Strongly Agree' are higher compared to the statements of 'Disagree' and 'Strongly Disagree'. The data results of mean, median, and mode can also indicate the results of the study. In this case, all the data results of mean, median, and mode showed values of 3 or higher, and there is no

item that showed mean, median, and mode values below 3. To summarize the results above in a simpler way, the researcher has summed all the items' results in percentage values, they were as follow; 33% (45) of the students chose 'agree' and 7% (10) of the students chose 'strongly agree'. Thus, the positive feedback from the students are 40% (55). Also, 37% (50) of the students chose 'neutral', and the rest of the students chose whether 'disagree' or 'strongy disagree'. Therefore, it can be considered that perception of the students toward English as a medium of intruction in teaching English are mostly positive.

This survey also found that most students agree with all items that English as a Medium of Instruction increased their English skills and motivate the students to learn English more. It also improved their confidence to speak up, helped them to understand more of English textbook or article and also international culture. These findings were in line with Sultan's theory that stated the EMI students achieved a higher frequency of English language use both at home and at school, a more positive attitude toward English and higher motivation to learn English. Sahika Tarhan's theory also stated that a positive correlation was found between perceptions of English and perceptions of English-medium instruction for each group. Another theory stated by Dornyei said that evidence that EMI students more proactively seek opportunities to learn English, even though their motivation is more instrumental than integrative.

Thus, English as a medium of instruction can be implemented in MAN Kota Palangka Raya by the English teacher to help the students get motivated in studying English and to make them become more confidence in using English in English Subject or even in their daily life.

CHAPTER V

CLOSING

In this chapter, the researcher presented the conclusion and the suggestion following the finding of the study. The first section is the conclusion of the research finding, and the second is the suggestion dealing with the objectives of teaching and learning process.

A. Conclusion

This survey research took 7 classes of the eleventh grade of MAN Kota Palangka Raya as sample for this research, 3 classes were used for tryout test, they are AGAMA 1, AGAMA 2, AND BAHASA. And, the remaining of the classes, they are, MIPA 1, MIPA 2, IPS 1, and IPS 2 were used for data collection.

Based on the results of this research, most students agree with all items that English as a Medium of Instruction increased their English skills and motivate the students to learn English more. It also improved their confidence to speak up, helped them to understand more of English textbook or article and also international culture. These results can be seen from the cumulative result of the statements of 'Agree' and 'Strongly Agree' are higher compared to the statements of 'Disagree' and 'Strongly Disagree'. The data results of mean, median, and mode can also indicate the results of the study. In this case, all the data results of mean, median, and mode showed

values of 3 or higher, and there is no item that showed mean, median, and mode values below 3. Therefore, it can be considered that perception of the students toward English as a medium of intruction in teaching English are mostly positive.

All the conclusion of the results of this research above were in line with Sultan's theory that stated the EMI students achieved a higher frequency of English language use both at home and at school, a more positive attitude toward English and higher motivation to learn English. Sahika Tarhan's theory also stated that a positive correlation was found between perceptions of English and perceptions of English-medium instruction for each group. Another theory stated by Dornyei said that evidence that EMI students more proactively seek opportunities to learn English, even though their motivation is more instrumental than integrative.

Thus, English as a medium of instruction can be implemented in the MAN Kota Palangka Raya by the English teacher to help the students get motivated in studying English and to make them become more confidence in using English in English Subject or even in their daily life.

B. Suggestions

In this section, the researcher gave some suggestions related to the results of the research. Hopefully, this research will be useful and gives a great contribution for the readers. There are some valuable suggestions which

are addressed to the English teachers, the students, and the other researchers. They are listed below:

1. **For English Teachers**

    The researcher recommended to the English teachers that in teaching English subject, one must dominantly use English as the medium of instruction in the class. If the English teacher is able to show proper use of the English daily, students can use that teacher as an example or model for production. On the other hand, the English teacher is the main provider of the target language in the class of English subject. Even when the students still have low proficiency in English, using it daily as a medium of instruction is very important to do for the process of learning English.

2. **For Students**

    The researcher encouraged the students to practice their English as much as possible, whenever and wherever. This is very important as it will greatly impact the students in a good way. Such as, increasing the students' English skills, exposing them more to the English environment, making them more comfortable speaking in English, etc.

3. **For Other Researchers**

    The researcher realized that this study is far from being perfect. There are still many weaknesses that can be found in this study. Generally, for other researchers who want to conduct similar research, they are suggested to improve this research with better design and

different object in order to support the results finding. Specifically, the researcher also suggested the future researchers to elaborate deeply about the 'why' of the objective and the problem of the research.

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